

# HUMAN GROWTH AND DEVELOPMENT

## DISCIPLINE

### SETTING LIMITS

Handout

**The goal for discipline is to lead the child to self control.**

Most of us were taught as children to feel guilty when we got angry. So as parents we try to be patient. The trouble is we often hold our anger in for too long and then let it out on the child in a way that makes him feel like a worm. The following are some helpful principles.

1. We need to accept the fact that children often make us angry.
2. We need not feel guilty when we express our anger. But we cannot allow our anger to become violent.
3. We can express our anger but in a way that does not make the child feel he is an awful person. We can say, "When you do\_\_\_\_\_, I get furious." Or, "I am getting mad, and what you are doing is pushing me to the limit of what I will put up with." These kinds of statements do not make the child feel like a bad person because you are saying that the anger is in me, the adult, and you, the child, did not cause it because of being a bad person.

### Handling feelings and handling acts

Most discipline problems have two parts - angry feelings and angry acts. We need to handle these two things differently.

Feelings - emotions

Acts - behaviors

It will help a child to know that we will respect and accept any feelings he has. It is all right to feel angry, afraid, jealous, curious, etc. It is all right for a child to tell us he hates his sister, that he is mad at us, that he is scared of the dark. We need to know and understand his feelings so we can deal with them.

It is not all right for a child to act out these feelings in any way he pleases. He may not throw a rock at his sister because he hates her; he may not kick us because he has to stay inside. We must set limits on some actions.

## Setting Limits (Continued)

Discipline must be such that (1) it deals with the feeling and (2) it limits acts in a way that preserves the child's self respect. For this the child needs to know what is expected. Limits must be:

- (1) clear
- (2) consistent
- (3) appropriate to his age
- (4) only the ones that are essential

Haim Ginott in Between Parent and Child suggests three zones of behavior:

- 1. Green zone - desirable behavior.
- 2. Yellow zone - includes some behavior that is not sanctioned, but is tolerated (because the child is learning, is sick, or is under unusual stress at home).
- 3. Red zone - behavior that cannot be tolerated.

### **How to set limits**

Tell the child:

- (1) what he may not do
- (2) what he may do instead
- (3) that you respect the feelings he had and can understand them
- (4) offer him a more harmless way of expressing these feelings

# HUMAN GROWTH AND DEVELOPMENT

## DISCIPLINE

### Techniques for Setting Limits

#### HANDOUT

1. Use Positive statements - say "puzzle pieces stay on the table" not "stop dropping the pieces" or "the shovel is for digging" not "don't swing your shovel that way."
2. If you think something is about to happen between two children, walk over and stand close by. This only helps if you are aware early enough and if excitement is not too high.
3. Re-direct an undesirable activity. To a child coloring on the table instead of on the paper say, "you may not color the table. If you want to color on wood, I'll get you a piece." To a child kicking down another child's blocks, "you may not kick his blocks because he is working with them. If you want to kick, let's get the ball and play kickball." Re-direction is only effective if it is consistent with the child's motives and interests. It won't help if you are merely trying to distract him. The purpose is to find an acceptable substitute activity that will serve the child's purpose.
4. Only give choices when you mean it - don't say "it's story time, would you like to come in and hear a story?" Instead say, "it's story time now. Let's go in." Remember: a choice can have a "yes" or a "no" answer. *Only ask a yes or no question if you are willing to accept either yes or no.*
5. Verbal appeal can be used sometimes. "I'm tired today," or "We're friends, you don't have to do that." This will work if you have a good relationship and if a child already has developed some controls.
6. Limit use of an object or activity - "If you throw sand again, you may not stay in the sandbox." If he throws sand again, remove him bodily.
7. Physical restraint or removal from situations - use in a situation where there is danger or when the child cannot stop himself. Tell the child what he may not do. Calm him down while continuing to hold him. "Think of something else to do and we'll go do it." Go with him to get him started. At home he may be isolated until he can think of something else to do. Let him know that your purpose is to stop his behavior, not to punish him.

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## DISCIPLINE

Handout

Techniques that do not help children develop self control

1. Threats and promises - often serve as a challenge to children to show themselves that they are not your puppets. The result is often very damaging to a child's self-respect because he feels he is a disappointment to you.
2. Rewards - lead to blackmail by the child. Use of rewards may make the child feel you doubt his ability to change and so his self respect is damaged.
3. Punishment - this is not a main element in discipline because appropriate discipline teaches a child to handle his behavior in a way that promotes his getting along with people.

We may punish as an expression of *our* frustration and not because we are teaching discipline.

The best test of punishment is whether it accomplishes what we are after without any other serious effects. If it makes a child more hostile, then we will have more trouble with discipline, not less.

Punishment often makes a child feel he is a bad person. Maintaining limits that stop undesirable actions do let a child feel that you think he is okay - it is the things he is doing that are not okay.

# HUMAN GROWTH AND DEVELOPMENT

## Discipline

### Assignment

Donald is a five year old. He really wants to be grown up. The trouble is that it gets him in trouble. One night at dinner you're setting the table. Donald wants to help, so you let him. He picks up the plates to bring them to the table. They're too heavy for him and he drops them. They break all over the floor. Donald has often been in trouble for breaking things. He thinks that he's going to be punished, so he starts crying. You remember that you told him that the next time he broke something, you were going to spank him.

### Discussion Questions

- 1 Should you spank Donald? Should you punish him in another way? What should you do?

Donald shouldn't be punished at all. It's your fault for letting him do something that he couldn't handle. And, you shouldn't have threatened to spank him. Threats don't work. Donald should be praised for his helpfulness. You should, however, make sure that he doesn't try to do things he can't do.

# HUMAN GROWTH AND DEVELOPMENT

## Discipline

PUT THE TECHNIQUES ALL TOGETHER AND YOU SPELL

### "DISCIPLINE"

- D** is for distraction - the best device a parent can use to divert a child's attention away from undesirable actions to more acceptable behavior.
- I** is for independence, a trait most children possess and one that should be directed, not destroyed.
- S** is for security, something all children need and want.
- C** is for consistency, a quality parents should strive for in guiding children in order to help them achieve security.
- I** is for insist, something all parents must do at times. Parents who have firm convictions on what they regard as acceptable behavior and who refuse to give way to outside pressures are likely to have better adjusted children.
- P** is for praise, which should be given freely when a child deserves it.
- L** is for love, the key word to the whole problem of behavior. Each child needs to love and to be loved.
- I** is for individual, and each child is one in his own right. Each child has certain inborn personality traits and should be loved and accepted for himself.
- N** is for negatives; the "no, stop, don't" words which are often overworked in handling children. Negative words should be used only when necessary in order to maintain their effectiveness.
- E** is for example, and each parent should set a good one. The child is more likely to do what he sees done rather than what he is told to do.

# HUMAN GROWTH AND DEVELOPMENT

## Discipline

### MEANING COMPONENTS FOR DISCIPLINING CHILDREN and TYPICAL WORD ASSOCIATIONS FOR EACH COMPONENT

PUNISHMENT - Punishing, restrict, restricted, no privileges, isolate, time out, room

SPANK, WHIP - Spanking, whipping, beat, beating, belt, corporal punishment, hit, slap, swat

EXPLAIN, TEACH - Explanations, teaching, right from wrong, guide, guidance, learn, learning, modeling, example, correct, correcting, school, manners

OBEDIENCE, RESPECT - Obey, obeying, disobey, order, orders, cooperate, cooperation

LOVE, UNDERSTANDING - Loving, help, helping, caring, reward, rewards, kindness, concern, protect

TALKING - Talks, reason, reasoning, communicate, communication, verbal, vocal, discuss, listen

CONSISTENCY, FIRMNESS - Consistent, firm, limits, limitations, strict, strictness, sternness, rules, ruling, inconsistent, guidelines, clarity, control, careful

PATIENCE, NON-VIOLENCE - No beatings, fair, fairness, honest, honesty, selective, calmly, careful, responsible, gentle, balance

DIFFICULT, HARD - Difficulty, hardships, confusing, confused, yell, shout, time, time-consuming, frustrating, dislike, angry, challenge, stubborn, scream, fight

NECESSARY, IMPORTANT - Necessity, needed, appropriate, yes, essential

# HUMAN GROWTH AND DEVELOPMENT

## Discipline

### Teacher Notes

1. Have the students list methods of controlling children which they have used or they have observed being used.
2. Discuss the methods students listed for controlling children. Put a + beside each method that is a positive form of discipline and a - beside a negative form of discipline.
3. Select a book on child development, child psychology, or a dictionary to find definitions of the three types of disciplines listed below:
  - a. Authoritarian discipline
  - b. Permissive discipline
  - c. Democratic or developmental discipline
4. Fill in the following chart to show how parents would get their teenager to do the three activities listed below using authoritarian, permissive, and democratic or developmental disciplines:



# HUMAN GROWTH AND DEVELOPMENT

## Discipline

### Assignment

*How would the parents get their teenager to:*

A. Clean his or her room.

B. Eat well-balanced meals.

C. Do his or her homework

Authoritarian	Permissive	Democratic
A)		
B)		
C)		

# HUMAN GROWTH AND DEVELOPMENT

## Discipline

### Assignment

#### Students Directions

1. List five things that young children do that annoy or irritate you the most.
2. Read "Alternatives to Discipline" below. Select an appropriate alternative for each of the five problems you listed above.

#### **Alternatives to Discipline**

1. Use the time-out. Have the child sit in a chair in a neutral location. Set the kitchen timer. The parent does not make comments or nag about the child's behavior. The child has a quiet time to consider his or her behavior that caused the time-out.
2. Intervene in situations only when the child loses his or her self-control or abuses another child. Redirect the child to another activity to use up his or her excess anger and energy.
3. Redirect children who are noisy to quieter activities. The parent has the right to determine acceptable noise levels.
4. Determine children's turns using a toy by picking a number from one to ten; limit the time each child uses a toy.
5. Have one child divide a treat or a toy and give the other first choice when a treat or toy (like blocks) needs to be divided.
6. Isolate yourself if you are being an irrational adult because you are upset.
7. Take away a privilege when a rule is broken.
8. Try role-playing; take opposite roles in a dispute so that a child has a chance to see how an adult feels.
9. Teach children to use words to work out agreements and compromises.

# HUMAN GROWTH AND DEVELOPMENT

## Discipline

### How to Gain the Cooperation of Children

#### Teacher Notes

#### Gaining Positive Responses from Children

- a. Use a quiet, consistent tone of voice when you speak to a child. If you speak quietly, a child will respond better to you than if you raise your voice and speak in a commanding tone.
- b. Give specific directions: use as few words as possible. A demonstration may be more effective than words. When limits are necessary, they should be clearly defined and consistently maintained. Too much talking results in the child's not paying attention to what you are saying.
- c. Give children plenty of time. Children often resist, if hurried. Perhaps there has not been time to park a truck where the child wants to leave it. We can respect this purpose without encouraging children to "stall." If the child thinks of one thing after another to delay, explain that he or she will *need* to come inside. Then quietly take the child's hand and go inside.
- d. You must honor any choices you give a child. Avoid: "Do you want to come in now? "Do you want to put your sweater on?" Instead, try this: "Do you want to come in now, or would you rather throw the ball one more time?" Or this: "Do you want to put on your sweater to go outside, or stay in to play a while?"
- e. Make your suggestions positive. State what you want done rather than what you do not want done. Avoid using the word *don't*. *You will* get better results if you say "Ride around the table," instead of, "Don't bump into the table." Reinforce your suggestions to follow through, if necessary.
- f. Interest the child in desirable behavior. Help children by making desirable behavior seem more interesting and fun. Example: "Let's pretend we're delivery agents when we put the blocks away in the wagon." You may help by giving a child something to look forward to, after completing a task, by saying, "As soon as you have washed your hands, we can have a snack."
- g. Encourage the child to be independent. Allow enough time for the child to dress for the outdoors without assistance. Help a child only when needed to put on clothes that are hard to put on. Let a child wipe up spilled juice or water, even though you may have to go over the spot afterwards.

## How to Gain the Cooperation of Children (Continued)

- h. Encourage children who are playing together to cooperate with and enjoy other people. Children will more likely become considerate if their experiences with others have been pleasant. They will not have fun if they are scolded for mistakes. Do not make comments such as, "It's naughty to hit," or, "You must not be selfish with the toys." A child will want to play alone to avoid trouble if these directions are repeated often. They will not learn to like others, either, if we say to them, for example, "See if you can get dressed faster than John." Competition can create conflict and cause hurt feelings.
- i. Be sure that the child understands clearly why discipline is being administered, if it becomes necessary to discipline him or her. Be calm, consistent in your requirements, and appreciative of efforts and progress the child makes in the right direction. When an incident has been dealt with, it is over. Receive the child affectionately, and do not refer to past misdeeds unless absolutely necessary. Avoid trying to change behavior by methods which may lead to loss of self-respect, such as shaming or labeling behavior as "naughty" or "bad" or "selfish."
- j. Spotlight behavioral consequences. In spotlighting consequences, try to discuss the child's behavior in a non-judgmental way, and encourage the child to think about his or her impact on people, objects, and events. Focus on developing the child's consideration of cause/effect relationships. For example, if a child continually damages toys, take him or her aside and discuss what will happen if all the toys get broken.
- k. Give a breather. Occasionally it is necessary to remove a child from a provoking situation. The removal, or "breather," is a neutralizing, temporary event that is ended when a child indicates that she or he has the desire and control needed to reenter the group.
- l. Restrain behavior. When children are angry and their actions are potentially dangerous to themselves or others, restraint may be the only workable approach. For example, two children are fighting. Part them, but hold the one who will not stop until she or he calms down.
- m. Interact at the child's height level, if possible. Stoop or sit on a low chair, so that the child can see your face. Then speak directly to the child. (Do not try to communicate with the child across the room.) Be an attentive listener. Ask questions to show interest in what the child is saying.
- n. Forestall unacceptable behavior. Learn to foresee and prevent rather than "mop-up" after a difficulty. Be alert to the total situation. Sit or stand, so that you can see what the child is doing. For example, put milk into a small pitcher for the child to use, rather than in a large milk carton.
- o. Find ways to revise plans when all else fails. Laugh a bit, and just say, "This is not my child's day!"

# HUMAN GROWTH AND DEVELOPMENT

## Discipline

### Assignment: Gaining Positive Respect From Children

Rewrite the following situations in a positive way using "Gaining Positive Responses from Children" in this activity. (The alphabetical listing of "Gaining Positive Responses from Children" corresponds to listings in the following situations):

- a. Yelling across the room, "Johnny, come here!"
- b. "Will you get that thing in the kitchen for me? It's on the upper shelf."
- c. "Let's clean up your food before we turn on the television."
- d. "Billy, would you like to wash your hands before dinner?"
- e. "Don't touch that! That's a no-no!"
- f. Nancy is running around the room interrupting other children's play.
- g. Mother dresses her four-year-old child.
- h. "Johnny drew a beautiful picture. See if you can do one that nice."
- i. "Bad girl! Go to your room right now!"
- j. Betty has torn pages out of three story books.
- k. "I don't want to have to tell you to stop picking on your brother one more time, or else!"
- l. A child is running around hitting other children. You have asked him to stop, but he continues to do it.
- m. Mother is standing up and telling Sue that she cannot hit people.
- n. Two children are trying to get on the tricycle at the same time.
- o. Jimmy stayed up late the night before when Grandma came to visit. Mother demands, "Stop crying," as she puts him in the car with her to run errands.

# HUMAN GROWTH AND DEVELOPMENT

## DISCIPLINE

### Behavioral Problems in Children and Possible Responses

#### Handout

Behavioral problems may be the result of inappropriate direction or requests by the parent or teacher. Appropriate responses foster positive feelings in both the adult and child.

1. Read "Situations and Responses" on the following pages. Write what you think might be the results of each approach.
2. Circle the most appropriate positive response, after completing the form.

#### Situations and Responses

**Situation A:** It is music time for the children.

1. The teacher decides which songs the class will sing.

The resulting child behavior is \_\_\_\_\_  
\_\_\_\_\_

2. One vocal child makes repeated suggestions; others are silent. This child makes the choices.

The resulting child behavior is: \_\_\_\_\_  
\_\_\_\_\_

3. How would the child feel? The teacher encourages each child to express an opinion while others listen. Majority chooses.

The resulting child behavior is: \_\_\_\_\_  
\_\_\_\_\_

## Behavioral Problems in Children and Possible Responses (Continued)

**Situation B:** It is time for snacks. The children have been playing hard, and many playthings are scattered about the area.

1. The teacher says, "You may not have your snack until you put away all your toys."

The resulting child behavior is: The children go to wash and then to the snack table. The teacher picks up the toys. \_\_\_\_\_  
\_\_\_\_\_

2. The teacher sings "Pick Up" song and encourages children to join in singing and picking up toys.

The resulting child behavior is: \_\_\_\_\_  
\_\_\_\_\_

**Situation C:** Tom and Harry, both aged four-and-one-half, are fighting over a ball.

1. The teacher decides that since Tom has not played with the ball that day, he will have it.

The resulting child behavior is: \_\_\_\_\_  
\_\_\_\_\_

2. The teacher allows Tom and Harry to fight, knowing Harry will win, because he is larger and stronger, and Tom will give up.

The resulting child behavior is: \_\_\_\_\_  
\_\_\_\_\_

3. The teacher talks with Tom and Harry, telling them that she understands how upset they are. She encourages them to decide how to settle the dispute so that each feels the solution is fair.

The resulting child behavior is: \_\_\_\_\_  
\_\_\_\_\_

How would each child feel? \_\_\_\_\_  
\_\_\_\_\_

# HUMAN GROWTH AND DEVELOPMENT

## DISCIPLINE

### How Today's Discipline Becomes Tomorrow's Behavior

#### Handout

1. Brainstorm a list of characteristics that parents might find desirable in their small child (independence, honesty, obedience, and so forth).

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2. How does the way you are treated as a child affect the adult you become?  
Example: If you were never allowed to make a decision as a child, how can you make decisions as an adult?

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3. Describe, in your own words, the effect the parents' behavior may have on the child's future adult behavior and attitudes.

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4. Give an example of behavior that parents discourage in children but admire in adults.

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# HUMAN GROWTH AND DEVELOPMENT

## DISCIPLINE

### Handout

What is discipline? Discipline is teaching your children what to do and what not to do. It's very important. Think what your child would be like if you never tried to teach him how to behave. How do you think he would behave?

Can anybody remember being punished for something that you did when you were very young. What was it? Did you know it was wrong?

It isn't fair to get angry at a child for breaking rules he doesn't know or understand. It's not only unfair, it doesn't work very well.

You and your partner have to decide in advance what the rules of your family are and what you will do if the rules are broken. You have to make sure, as your children grow older, that they understand what you want, and that you and your partner aren't giving different messages about what you want.

You will find that children will usually do what you tell them if you are clear, you make sure that they understand, and you really mean it.

The important thing is that you really mean what you say and that the rules don't change from day to day. The worst thing that you can do is to confuse your child by changing the rules all the time.

REMEMBER: Children often don't understand what adults tell them. You will have to be very patient and repeat what you want many times. Think about what rules you want to teach your kids.

The best way to get your kids to follow your rules is to praise them when they do. Encouragement is a lot better than punishment. If your kids know what you want and you praise them when they give it to you, it will not be necessary for you to use discipline very often.

A good father thinks very carefully before using punishment of any sort, even just making the child sit quietly. Does the child understand? Is there a better way to teach the child?

## Handout (Continued)

REMEMBER: Always discipline a child immediately. Fifteen minutes later the child has forgotten what happened. It does no good to discipline if the child doesn't really know what he's done.

Before you discipline a child, you should think about whether you really are trying to teach - Are you just mad?

REMEMBER: Never punish a baby. It does absolutely no good at all to try to discipline a baby. Babies do not understand what you want and cannot help being babies.

For children under two, discipline is very simple. When the child does something wrong, put your hand on the child's shoulder. Don't shake the child or exert any pressure. Look the child in the eye. Say firmly, but not loudly, "No." Put the child down and find a toy or something else to distract him.

*THIS METHOD TAKES TIME AND PATIENCE, BUT IT IS AN EFFECTIVE WAY TO TEACH YOUR CHILD THE BASICS.*

*FOR OLDER CHILDREN, WE SIMPLY ADD A COUPLE OF THINGS TO THE ABOVE TECHNIQUE. FIRST OF ALL, THE OLDER CHILD IS BEGINNING TO UNDERSTAND MORE. WE MAKE AN EFFORT TO TELL THE CHILD WHAT WE DON'T LIKE ABOUT WHAT HE HAS DONE. SECOND, WE ADD A SIMPLE AND REASONABLE CONSEQUENCE.*

*HERE ARE THE STEPS.*

- 1. PUT A HAND ON THE CHILD'S SHOULDER. DON'T HURT HIM!*
- 2. ESTABLISH EYE CONTACT. LOOK HIM IN THE EYE.*
- 3. SAY FIRMLY, BUT NOT LOUDLY, "I DON'T LIKE IT WHEN YOU HIT YOUR SISTER (RUN IN THE STREET, ETC.)"*
- 4. TAKE THE CHILD TO A CHAIR. SIT HIM ON IT AND SAY, "I WANT YOU TO SIT QUIETLY FOR A LITTLE WHILE AND THINK ABOUT WHAT I AM TELLING YOU. I DON'T WANT YOU TO HIT YOUR SISTER (RUN INTO THE STREET, ETC.)."*
- 5. LET THE CHILD SIT QUIETLY FOR 2-5 MINUTES. IF HE GETS UP, RETURN HIM TO THE CHAIR GENTLY BUT FIRMLY. LET HIM RETURN TO PLAY. DO NOT MAKE HIM SIT STILL FOR LONGER THAN 5 MINUTES.*

*HANDOUT (CONTINUED)*

*THIS TAKES A LOT OF PATIENCE, BUT IT WORKS. YOU DO NOT NEED TO HIT YOUR CHILD TO MAKE HIM BEHAVE. HERE ARE SOME "DON'TS."*

- 1. DON'T HURT YOUR CHILD.*
- 2. DON'T YELL, CALL NAMES, OR THREATEN.*
- 3. DON'T TRY TO SCARE YOUR CHILD.*
- 4. DON'T USE PUNISHMENT UNLESS YOU HAVE NO OTHER CHOICE. PRAISE WORKS BETTER.*

*WHEN CHILDREN ARE SCHOOL AGE, YOU CAN DISCIPLINE EFFECTIVELY BY TAKING AWAY A PRIVILEGE. IT'S BEST IF DISCIPLINE ALWAYS MAKES SOME KIND OF SENSE. A CHILD WHO FORGETS TO PUT AWAY HIS BICYCLE MIGHT HAVE THE BIKE TAKEN AWAY FOR A DAY. A CHILD WHO DOESN'T COME HOME ON TIME MIGHT HAVE TO COME IN EARLY ON THE NEXT DAY. CAN YOU THINK OF OTHER EXAMPLES?*

## *HUMAN GROWTH AND DEVELOPMENT*

### *DISCIPLINE*

#### *HANDOUT: STAGES*

##### *TERRIBLE TWO'S (2-3 YEARS)*

*YOUR BABY DOES NOT UNDERSTAND WHY HE IS ALWAYS BEING TOLD HE IS BAD. WHAT IS BAD? HE ONLY WANTED THE TOY IN THE BOTTOM OF THE BOX - SO HE DUMPED ALL THE CEREAL ON THE FLOOR. WHY WAS IT BAD TO EAT THE FROSTING OFF THE CAKE? IT TASTED GOOD.*

*AT AROUND 2 1/2 YEARS OLD, YOUR BABY IS MOSTLY AWARE OF WHAT HE WANTS AND WHAT HE WANTS TO DO. HE DOESN'T CARE WHAT OTHER PEOPLE WANT. MANY TIMES HIS DESIRES ARE NOT THE SAME AS YOURS. HIS ACTIONS MAY NOT BE ACCEPTABLE TO YOU. HE NEEDS TO HAVE LIMITS AND CONTROLS SET FOR HIM WHEN NECESSARY, BUT HE MUST BE TOLD THAT HIS ACTION OR BEHAVIOR IS BAD - NOT HIM. IF YOUR BABY IS ALWAYS TOLD THAT "HE IS A BAD BOY," HE WILL BELIEVE IT. IF HE BELIEVES HE IS BAD, HE MAY SPEND MANY YEARS OR EVEN A LIFETIME TRYING TO PROVE JUST HOW BAD HE IS. BABIES SHOULD NEVER BE LABELED OR CALLED BAD NAMES. HE BELIEVES WHAT YOU TELL HIM.*

*YOUR BABY DOESN'T MEAN TO ALWAYS BE GETTING INTO THE WRONG THINGS. IT JUST HAPPENS. HE DOESN'T MEAN TO DRIVE YOU CRAZY. HE'S JUST TRYING TO DO THINGS HIMSELF AND BE A BIG BOY. THERE'S AN AWFUL LOT TO LEARN OUT THERE. HE IS ALWAYS TESTING TO SEE HOW FAR HE CAN GO. THIS A TIME FOR HIS INDEPENDENCE TO BEGIN. SOME DAYS HE IS REALLY GOOD. THEN, ALONG COMES A TERRIBLE DAY WITH HIM. HE DOESN'T LIKE LIMITS SET FOR HIM AND HE DOESN'T LIKE TO BE TOLD "NO". HE JUST LOVES TO BE BOSS.*

*IT IS IMPORTANT THAT YOU TRY NOT GET INTO AN ARGUMENT WITH HIM. IT'S ALMOST IMPOSSIBLE TO WIN AN ARGUMENT WITH A TWO YEAR OLD. THEIR ARGUMENTS DON'T MAKE ANY SENSE. INSTEAD, TRY TO INTEREST HIM IN SOMETHING ELSE.*

*THIS IS ALSO A TIME FOR ROUTINES OR RITUALS. ONE EXAMPLE OF THIS IS BEDTIME. THE TODDLER FEELS HE MUST DO THE EXACT SAME THING EACH NIGHT BEFORE BED - DRINK, GET INTO BED, STORY TIME, TOILET, BACK TO BED. OR, HE WILL ONLY GO TO SLEEP WITH THREE STUFFED TOYS IN EXACT PLACES ON HIS BED. IF ONE TOY IS MISSING, NO BED. THIS CAN REALLY GET TO YOU. ALL THESE THINGS GIVE A SENSE OF SECURITY TO THE TODDLER. THEY ARE FAMILIAR. THEY HAPPEN EVERY DAY. THEY ARE THINGS HE IS SURE OF, EVENTUALLY, THIS NEED WILL PASS TOO.*

*HANDOUT: STAGES (CONTINUED)*

*A TODDLER'S WORLD IS MADE UP OF A LOT OF MAKE-BELIEVE AND PRETEND. SOMETIME AROUND THREE YEARS OLD, THE TODDLER MAY INVENT A "FRIEND." THIS IMAGINARY PERSON OR ANIMAL IS VERY REAL TO HIM. IN FACT, "FRIEND" IS THE ONE WHO SPILLED THE MILK OR BROKE THE GLASS. "FRIEND" DOES A LOT OF NAUGHTY THINGS. "FRIEND" WILL ALSO DISAPPEAR WHEN THE TODDLER NO LONGER NEEDS HIM. HAVE YOU EVER HAD AN IMAGINARY FRIEND OR KNOW A CHILD WHO HAD ONE?*

*RITUALS AND MAKE-BELIEVE FRIENDS HELP THE CHILD THROUGH A PERIOD WHEN HE IS NOT SURE OF HIMSELF. HE DOESN'T ALWAYS KNOW HOW HE SHOULD BEHAVE. HIS IMAGINARY FRIEND CAN ALSO DO THINGS THAT THE CHILD KNOWS HE SHOULDN'T DO. THIS FRIEND CAN DO THE BAD THINGS THAT THE CHILD WOULD LIKE TO DO. THAT'S OKAY. IT HELPS THE CHILD DEAL WITH HIS EMOTIONS.*

*THE TERRIBLE TWO'S IS A TIME OF GREAT STRESS AND GREAT JOY. A TWO YEAR OLD CAN BE LOTS OF FUN; YOU MUST KEEP YOUR SENSE OF HUMOR. THIS STAGE IN YOUR CHILD'S LIFE CAN BE AND SHOULD BE A LOT OF FUN.*

## *HUMAN GROWTH AND DEVELOPMENT*

### *DISCIPLINE*

#### *HANDOUT: TYPES OF BEHAVIOR CONSEQUENCES*

*THERE ARE THREE TYPES OF BEHAVIOR CONSEQUENCES THAT HELP CHILDREN LEARN BEHAVIORS AND WHICH CAN ALSO BE USED TO HELP THEM CHANGE OR UNLEARN BEHAVIORS:*

- 1. POSITIVE CONSEQUENCES - THESE INCREASE THE BEHAVIORS THEY FOLLOW. INCREASE MEANS MAKING THE BEHAVIORS MORE LIKELY TO HAPPEN IN THE FUTURE OR MAKING THE BEHAVIORS STRONGER. (E.G.: PRAISING ROBERT FOR TAKING OUT THE TRASH IS LIKELY TO MAKE ROBERT WANT TO TAKE OUT THE TRASH NEXT TIME).*
- 2. CORRECTIVE CONSEQUENCES - THESE DECREASE THE BEHAVIORS THEY FOLLOW. DECREASE MEANS MAKING THE BEHAVIORS LESS LIKELY TO HAPPEN IN THE FUTURE OR MAKING THE BEHAVIORS WEAKER. (E.G.: A FIRM, NO NONSENSE "STOP THAT!" TO ROBERT FOR APPROACHING A HOT STOVE IS LIKELY TO CAUSE ROBERT TO THINK TWICE ABOUT APPROACHING THE STOVE IN THE FUTURE).*
- 3. WITHDRAWAL OF POSITIVE CONSEQUENCES - THIS ALSO DECREASES THE BEHAVIORS IT FOLLOWS. BY WITHDRAWING OR WITHHOLDING THE POSITIVE CONSEQUENCES THAT THE CHILD HAS LEARNED TO EXPECT OR SIMPLY EXPECTS, THE BEHAVIOR THAT THE CHILD ENGAGES IN WILL DECREASE. (E.G.: IF ROBERT IS USED TO GETTING HIS MOTHER'S ATTENTION WHEN HE MAKES BABY NOISES, AND IF MOTHER'S ATTENTION IS A POSITIVE CONSEQUENCE, MOTHER CAN STOP PAYING ATTENTION WHEN ROBERT MAKES BABY NOISES. EVENTUALLY THIS WITHDRAWAL OF POSITIVE CONSEQUENCES WILL RESULT IN A DECREASE IN ROBERT'S BABY NOISES).*

*IT IS IMPORTANT TO REMEMBER THAT CONSEQUENCES ARE EITHER POSITIVE OR CORRECTIVE DEPENDING UPON WHETHER THEY ACTUALLY INCREASE OR DECREASE THE FUTURE USE OF THE BEHAVIORS. THUS, THE EXACT SAME CONSEQUENCE MAY BE POSITIVE FOR ONE CHILD AND CORRECTIVE FOR ANOTHER, DEPENDING UPON WHETHER IT INCREASES THE BEHAVIOR THAT IT FOLLOWS.*

## *HUMAN GROWTH AND DEVELOPMENT*

### *DISCIPLINE*

#### *HANDOUT: THE THINKING PARENTS' APPROACH TO DISRESPECTFUL CHILD BEHAVIORS*

*1. THINK ABOUT THE CAUSES OF THE BEHAVIORS. ASK YOURSELF WHETHER THE BEHAVIORS ARE CAUSED BY:*

- A. THE CHILD'S CHARACTERISTICS.*
- B. THE CHILD'S DEVELOPMENTAL STAGE.*
- C. PARENTAL MODELING.*
- D. OTHER MODELING.*
- E. WHAT'S HAPPENING AT THE MOMENT.*
- F. THE PHYSICAL ENVIRONMENT.*

*2. THINK ABOUT THE RULE. ASK YOURSELF WHETHER:*

- A. THE RULE IS SPECIFIC ENOUGH IN REGARD TO THE BEHAVIORS THAT ARE INVOLVED.*
- B. THE RULE IS FAIR.*

*3. THINK ABOUT HOW YOU HAVE BEEN USING THE RULE. ASK YOURSELF:*

- A. HAVE YOU BEEN PRAISING THE CHILD FOR DOING THE "DO" SIDE OF THE RULE?*
- B. HAVE YOU GIVEN THE CHILD REASONS FOR THE RULE?*
- C. HAVE YOU USED REMINDERS ABOUT THE RULE?*

*4. THINK ABOUT THE MOST EFFECTIVE CORRECTIVE CONSEQUENCES.*

- A. DISCUSSION*
- B. MILD SOCIAL DISAPPROVAL*
- C. IGNORING*
- D. TIME OUT*
- E. SPANKING*

## *HUMAN GROWTH AND DEVELOPMENT*

### *DISCIPLINE*

#### *HANDOUT*

##### *1. REASONS FOR NOT USING CORPORAL PUNISHMENT*

- A. THERE ARE OTHER GOOD WAYS TO GAIN COOPERATION.*
- B. IT IS A HOLDOVER FROM SLAVERY.*
- C. CHILD ABUSE AND CHILD ABUSE LAWS*

##### *2. MILD SOCIAL DISAPPROVAL*

- A. LOOK AT CHILD*
- B. MOVE CLOSE PHYSICALLY*
- C. DISAPPROVING FACE OR LOOK*
- D. BRIEF STATEMENT ABOUT THE BEHAVIOR*
- E. CALM AND SERIOUS VOICE*
- F. DISAPPROVING GESTURE*
- G. EARLY USE OF MILD SOCIAL DISAPPROVAL*

##### *3. IGNORING: BASIC CONSIDERATIONS*

- A. BE CONSISTENT*
- B. WHEN OLD ANNOYING BEHAVIORS ARE FIRST IGNORED THEY WILL GET WORSE BEFORE THEY GET BETTER.*
- C. WHEN NEW ANNOYING BEHAVIORS ARE IGNORED THEY RARELY GET WORSE.*
- D. OTHER PEOPLE IN THE HOUSE NEED TO IGNORE THE BEHAVIORS.*
- E. BEHAVIORS THAT LEAD TO PERSONAL OR PROPERTY DAMAGE SHOULD NOT BE IGNORED.*
- F. ONLY IGNORE IF YOU CAN STAY CALM AND FOLLOW THROUGH.*
- G. IGNORING IS IMPORTANT FOR THE EFFECTIVE USE OF OTHER METHODS.*



*HANDOUT (CONTINUED)*

*4. IGNORING WORKS BEST:*

- A. WITH ANNOYING AND PERSISTENT BEHAVIORS*
- B. WITH BAD HABITS*
- C. WITH FIRST TIME RULE VIOLATIONS*
- E. WHEN USED WITH A LOT OF PRAISE*

*5. HOW TO IGNORE:*

- A. LOOK AWAY FROM CHILD.*
- B. MOVE AWAY FROM CHILD.*
- C. NEUTRAL FACIAL EXPRESSION.*
- D. IGNORE CHILD'S VERBALIZATIONS.*
- E. IGNORE IMMEDIATELY.*

## *HUMAN GROWTH AND DEVELOPMENT*

### *DISCIPLINE*

#### *HANDOUT: WHAT TO SAY WHEN YOU DISAPPROVE*

*CHILL OUT  
COOL OUT  
PUT IT IN NEUTRAL  
THAT AIN'T GONNA GET IT  
YOU'RE TRIPPIN'  
YOU'RE GETTING BESIDE YOURSELF  
IT ISN'T GOING TO BE LIKE THAT  
GET REAL  
YOU'RE OUT OF POCKET  
COME AGAIN?  
PUT IT IN GEAR  
STRAIGHTEN IT UP  
GET SERIOUS  
LET'S GET SERIOUS  
YOU AREN'T SERIOUS  
THIS IS A JOKE, RIGHT?  
YOU KNOW THAT AIN'T COOL  
YOU BETTER CHECK YOURSELF  
CHECK OUT YOUR MIND  
PUT IT IN CHECK  
ARE YOU LOSING YOUR MIND?*

*STOP IT  
QUIT IT  
HOLD UP  
ALL RIGHT NOW  
THAT'S IT  
THAT'S OUT  
NONE OF THAT  
NOT HERE  
THAT'S A "NO NO"  
YOU KNOW BETTER THAN THAT  
WHAT ARE YOU DOING?  
DON'T TRY IT  
Alright, THAT'S ENOUGH  
NOW YOU KNOW  
I TOLD YOU TO DO IT  
WAIT YOUR TURN  
I'M WARNING YOU. NOW GO TO BED  
WAIT A MINUTE  
NOT NOW  
RUB A LAMP*

## *HUMAN GROWTH AND DEVELOPMENT*

### *DISCIPLINE*

### *AN ACCIDENT*

### *TEACHER NOTE*

*READ THE FOLLOWING SCENARIO AND DISCUSS WITH YOUR STUDENTS.*

*JUANITA IS THREE YEARS OLD. SHE HASN'T WET HER BED AT NIGHT FOR NEARLY A YEAR. YOU'RE SURPRISED AND ANGRY WHEN YOU FIND THAT SHE 'S WET HER BED ONE MORNING. YOU YELL AT HER AND CALL HER A BABY. SHE SEEMS REALLY ASHAMED.*

*SHE WETS HER BED THE NEXT THREE NIGHTS STRAIGHT. YOU KEEP YELLING AT HER. SHE GETS TO THE POINT THAT SHE BECOMES SO NERVOUS ABOUT WETTING HER BED THAT SHE CRIES AT BEDTIME.*

*YOU DON 'T KNOW WHAT TO DO.*

### *DISCUSSION QUESTIONS*

- 1. IS WHAT YOU DID RIGHT?*
- 2. WHAT ELSE COULD YOU HAVE DONE?*

*ACCIDENTS WILL HAPPEN AT THIS AGE. IF YOU TAKE IT CALMLY, IT PROBABLY WON'T HAPPEN AGAIN. MAKING THE KID SCARED AND ASHAMED ABOUT SOMETHING SHE CAN'T HELP IS THE WRONG MOVE. YOU'RE CAUSING THE PROBLEM.*

## *HUMAN GROWTH AND DEVELOPMENT*

### *DISCIPLINE*

#### *WHO OWNS THE PROBLEM?*

#### *ASSIGNMENT:*

*AS PARENTS WE OFTEN GET UPSET ABOUT THINGS OUR CHILDREN DO. SOMETIMES THE "PROBLEMS" THAT OUR CHILD PRESENTS TO US ARE NOT OUR PROBLEM; IT'S THE CHILD'S PROBLEM. IT IS VERY IMPORTANT THAT THE CHILD AND ESPECIALLY THE PARENT LEARN TO DISTINGUISH TO WHOM THE PROBLEM BELONGS*

*DETERMINING WHO THE PROBLEM BELONGS TO REQUIRES KNOWING WHO SHOULD BE CONCERNED ABOUT THE RESULTS OF THE PROBLEM BEHAVIOR. FOR EXAMPLE: A CHILD SPILLS MILK AT THE TABLE. THIS IS A PARENT'S PROBLEM BECAUSE PARENTS ARE USUALLY THE ONES WHO CAN'T LIVE WITH THE MESS.*

*READ EACH STATEMENT BELOW AND DETERMINE WHO THE PROBLEM BELONGS TO, THE PARENT OR THE CHILD? THEN EXPLAIN WHY YOU BELIEVE THIS TO BE TRUE.*

*P      C*

- 1. MISBEHAVIOR IN PUBLIC WHEN THE PARENTS ARE PRESENT...  
WHY?*

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- 2. FIGHTING WITH BROTHERS AND SISTERS...  
WHY?*

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- 3. LEAVING BELONGINGS AROUND THE HOUSE...  
WHY?*

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- 4. Misbehavior at school...  
Why?*

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Who owns the problem? (Continued)

P C

5. Homework not done...

Why?

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6. Not going to be on time...

Why?

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7. Uncooperative in morning routine...

Why?

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8. Messing up the kitchen...

Why?

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9. Misbehavior at the dinner table...

Why?

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10. Not getting along with peers...

Why?

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# HUMAN GROWTH AND DEVELOPMENT

## DISCIPLINE

Who owns the problem?

### Teacher Note

Answers to problem list

1. P - Parents. Children often are unconcerned with what others think about their behavior.
2. C - Brothers and sisters need to get along without mom always solving the problem. Once mom is "out of the picture", they are forced to deal with their relationships.
3. P - Parents find the "mess" hard to live with.
4. C - When possible children need to learn to deal with adults other than parents. Concerning "everyday" school problems, parents need to encourage the child to deal with "their lives".
5. C - Children need to have a quiet, well lighted place and to be reminded to go there and do their work. Parents can help and encourage, but the sooner the child understands homework is his responsibility, the sooner he becomes responsible. Sometimes a child has to stay after school to understand.
6. P - Kids don't and won't set a limit on this one.
7. P & C - A good place to talk and assign jobs.
8. C - Cleaning belongs to those who "mess".
9. P - Your rules "set the mood".
10. C - Children need to get along and learn to cooperate. Socialization is one of the jobs of childhood. The parent who "solves all fights" robs the child of social learning.

# HUMAN GROWTH AND DEVELOPMENT

## DISCIPLINE

### Handout: TAMING TEMPER TANTRUMS

When my two-year-old son wanted the grapes I had just put into our grocery cart, I obligingly gave him one, then another. "No more," I told him. "We have to pay for them first." This bit of logic was met with whimpers, wails, then full-blown screaming and kicking as my normally cheerful toddler strained for the forbidden fruit. I picked him up and walked out of the store, leaving my cart behind, grapes and all.

I remember feeling embarrassed. "What are people saying about me?" I wondered. "Do they think I'm an awful mother because I can't control my child?"

Though mortified at the time, I know now - years later - that I need not have hung my head in shame just because my youngster lost his cool. "A tantrum especially in public, can be embarrassing," says Clair B. Kopp, PhD, a developmental psychologist in the psychology department at the University of California in Los Angeles. "But it's not necessarily your fault." Other experts agree. Parents are not usually responsible for their children's tantrums: Such outbursts reflect the child's inner struggle between dependence and independence, says T. Berry Brazelton, MD, Clinical Professor of Pediatrics Emeritus at Harvard Medical School and the Author of *Touchpoints: Your Child's Emotional and Behavioral Development* (Addison-Wesley). These are issues your child must begin to grapple with by himself. So don't beat yourself up when you feel you've mishandled a public meltdown. "You learn from each one," says Dr. Brazelton. "The next time, you'll handle it better."

### **AN OUNCE OF PREVENTION. . .**

Often the best strategy is to try to head off an outburst before it happens. In retrospect, I realize that my son's great grape caper at the supermarket could probably have been avoided. It was lunch time and there's no more stimulating place for a toddler than a grocery store. The combination of his hunger and the chaos of the market was a recipe for disaster. I should have taken him shopping earlier in the day or waited until after he'd eaten his lunch.

Temper tantrums are, in fact, often triggered by fatigue, hunger, over stimulation or all three. Also, transitions in your child's day, like arriving or leaving day care or being reunited with you when you come home from work, can be especially stressful. Recognizing situations that naturally tax a young child's patience and treating these with forbearance and humor can ward off many an impending explosion.

## Handout: TAMING TEMPER TANTRUMS (Continued)

Experts also warn that kids whose parents are too lenient-or too strict, for that matter-tend to have more frequent and severe tantrums than children whose parents take a moderate approach.

### **... AND A POUND OF CURE**

Anticipating situations that may prompt temper tantrums is one step toward getting a handle on this common problem. But let's face it - frustration is an unavoidable part of life, and toddler tempers are bound to flare. How can you best deal with the situation when your child's temper does get out of hand? That depends on a number of things: the youngster's age, the reason for the tantrum and where you happen to be when her fuse burns down. The technique that works on Monday's tantrum may have no discernible effect on Thursday's crisis.

- **Help your child express herself.**  
Saying "I know you are angry" to an older preschooler after the tantrum is over helps her label her feelings. Eventually, she will learn to use these words herself instead of crying frustration.
- **Use the distraction ploy.**  
This is sometimes effective with a very young child, especially if the tantrum was triggered by his desire for something he simply cannot have. Offering him something different, or distracting his attention elsewhere, may create a calming diversion.
- **Put your foot down.**  
Don't give in to your child's demands when she is in the throes of a tantrum. If you frequently back down after saying no, she will soon learn that this is an effective way to get what she wants. If you find her watching you during tantrums to gauge your reaction (especially in public!) you're probably being manipulated.
- **When in public, retreat.**

Tantrums in public places are embarrassing, so it's difficult for the parent to make the child's feelings a priority. The solution, say most experts, is to remove the child to a private place and then stay with her for support. For example, the next time your preschooler lets loose her fury in the grocery store, follow this strategy from Dr. Brazelton: "Gather the child up, abandon the shopping, and calmly let her know that you can't stay in the store. Go back to the car and let her have it out there."

Nancy Hall is a consultant with Yale University's Bush Center in Child Development and Social Policy. This article was gleaned from the magazine Working Mother, July 1993 issue.



# HUMAN GROWTH AND DEVELOPMENT

## DISCIPLINE

Handout: THE SIBLING GAP

Can kids be close when they're spaced so far apart?

### **Advantages of the Age Gap**

The good news, says Rodgers, is that spacing your kids far apart gives you some advantages as a parent: You're older when the second child arrives and presumably more settled, mature, and financially secure; you're accustomed to having a child; plus you've had time to reflect on what you've done right and what you'd like to do differently. He adds that "a large age gap makes it easier for parents to enjoy each child as an individual."

Children can benefit from wide spacing, too. "The younger child has more opportunity to learn by example. A five-year old with a twelve-year old sibling will see all the things the older child does, and that will help the younger one mature faster," Rodgers says. "For the older child, there's the chance to be a tutor and a nurturer, which can be great for his self-esteem."

Families also find they can largely sidestep issues of sibling rivalry, "Children spaced five or more years apart are on such different levels of development that direct sibling conflict, such as conflict over toys or who gets to sleep in which bed or sit on which chair is less likely to occur," says child-development expert Linda Dunlap, Ph.D., an associate psychology professor at Marist College in Poughkeepsie, New York.

Wider spacing can make it feasible to do things you couldn't do otherwise, she adds. If both parents work, they can rely on older siblings to take the younger child to activities. A 12-year-old can walk a seven-year-old to Cub Scouts or be there after school occasionally, which can ease the child care burden.

### **Pitfalls of a Widely Spaced Family**

But raising two closely spaced children has its disadvantages, too. Siblings a few years apart are often interested in the same games and activities, while kids like my widely spaced children barely inhabit the same planet. And each year, it seems, the gap between my children widens: If right now the older child is entering puberty as the younger one is starting nursery school, in a few years she'll be going to high school while he begins first grade. "Two closely spaced siblings will entertain each other," says Rodgers, "but siblings who are far apart are not likely to share friends and neighborhood events or be interested in all of the same family activities."